

# Hilliard State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The School Annual Report is a public document required for the school's and the Department of Education and Training (DET) accountability and improvement progress. It provides valuable information for DET and members of the school community on the achievement of the school in relation to declared systematic priorities as outlined in the 2015 School Implementation Plan and our 2013 – 2016 School plan.

The School Annual Report fulfills three functions:

- It provides the school community, through the Parents and Citizens Association, with information on the school's progress towards achieving the goals and priorities outlined in the School's Implementation Plan.
- It provides the Assistant Regional Director with information to guide discussions about both the school's progress towards achieving organisational goals and the priorities of the school.
- It provides a base on which the school develops its next Annual Implementation Plan.

### Our School

Hilliard State School enables students to reach their potential in a range of areas. Our commitment to the development of the whole child includes academic, sporting, cultural, social and emotional domains. Our school motto **Acceptance in a Caring Community** and our school vision **Together We Learn, Lead and Succeed** is embedded in all of our actions and reflected in the relationships between teachers, students and the school community.

At Hilliard State School, a common approach to developing effective citizens for the future is linked to our school's values of Being Safe, Being Respectful, Being a Learner. By developing an understanding of these values, students are provided with a tool to reflect on their behaviors, take responsibility for their own actions and evaluate their future choices.

Mr Andrew Walker

Principal

### School progress towards its goals in 2015

Hilliard State School worked on the following priorities in 2015:

- Implemented the Hilliard SS Pedagogical Framework
- Developed and implemented the Hilliard SS Reading Program
- Implemented the Hilliard State School Responsible Behaviour Plan For Students
- Implemented personalised learning within an eLearning rich environment by the facilitation of 19 BYO iPad classes (iLearn@Hilliard SS BYO iPad Program)
- Introduced an eLearning Mentor position to support quality eLearning practices
- Participated in School-Based Practitioner Research Project: Using digital technologies for numeracy teaching and learning at Hilliard SS in partnership with Aarhus University, Denmark
- Implemented student reading goal setting and feedback program
- Continued Year Level Coordinator position to foster distributed leadership and curriculum leadership within each Year level team.

The school continued to achieve strongly and made sound improvement in terms of the National Assessment Program – Literacy and Numeracy (NAPLAN) results. Please find below a table outlining our school's 2015 NAPLAN performance.

Year 3	Year 5
	Reading – We have reduced the number of students in the bottom 20% by 4.3% as compared to the nation
Writing – Mean scale score has improved by 13 points from 2014  - We have increased the number of students in the top 20% by 11.7% as compared to the nation	Writing - Mean scale score has improved by 4 points from 2014  - We have reduced the number of students in the bottom 20% by 10% as compared to the nation
Spelling - We have increased the number of students in the top 20% by 4.4% as compared to the nation	Spelling – Mean scale score is similar to State mean
Grammar and Punctuation - Mean scale score is similar to 2014	Grammar and Punctuation - We have increased the number of students in the top 20% by 2.1% as compared to the nation
	Numeracy - Mean scale score is best ever since 2008 and is similar to Like schools mean and State mean  - We have increased the number of students in the top 20% by 4.9% as compared to the nation

All staff undertook professional development in Teaching and Learning strategies, Professional Standards, Literacy, Numeracy, Guaranteed Viable Curriculum – Maths, ICT, in particular using iPads to support teaching and learning and Behaviour Management.

Continued implementation of the Developing Performance Framework built the collective capacity of staff. The school's proud tradition of achievement in Music and Aerobics and Dance has also been maintained.

### Future outlook

During the 2016 school year, our explicit improvement agenda will focus on sharpening reading instruction in our school with a specific focus on classroom practices with the goal of improved student reading outcomes. As well as this, we will continue to develop, implement and continue the following:

1. Embed HSS Pedagogical Framework
2. Implement HSS Reading Action Plan
3. Support whole school BYO ipad program to incorporate highly effective pedagogical practices as outlined in the HSS Pedagogical Framework and in the iLearn@HilliardSS Teaching and Learning Placemat
4. Support Year Level Coordinators (YLC) and provide opportunities for MALT and YLCs to take on leadership roles according to experience and readiness
5. Consolidate and action of School-Based Practitioner Research Project: 'Using digital technologies for numeracy teaching and learning at Hilliard SS in partnership with Aarhus University, Denmark
6. Feedback – quality and timely feedback to students and staff
7. Continuation of Master Teacher role via MT 3 Year Plan
8. Implementation Enrichment Action Plan (SAGES) for identified students
9. Individual Curriculum Plans (ICPs) for identified students
10. Implementation of Y2G (Yellow to Green) Hilliard SS U2B Action Plan – with a focus on Reading
11. MALT working with individual year levels – instructional leadership model with a focus on Reading
12. Introduction of Digital Technology Teacher to implement coding and robotics program
13. Upgrading hall facilities
14. Guaranteed Viable Curriculum Maths and English
15. Guided Reading coaching and mentoring – Angela Ehmer/Lee Denton (from Literacy Solutions)
16. Introduction of Coding and Robotics.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	632	303	329	35	98%
2014	694	321	373	39	96%
2015	703	325	378	33	97%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Hilliard State School is a state primary school located in the Bayside district, 30 minutes from the Brisbane CBD. The school was established in 1991. The student clientele is characterized largely by middle class families. This is reflected in our ICSEA value in 2015 of 1008.

The gender breakdown of students indicates significantly more boys than girls with 378 boys and 325 girls enrolled at the school. School enrolment continuity data from 2013 and 2015 indicate that within all year levels the percentage of students continuing at our school is either at or above State and like-schools comparisons.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	22
Year 4 – Year 7 Primary	26	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	76	54	82

Long Suspensions - 6 to 20 days	5	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

In addition to the eight key learning activities, Hilliard offers additional activities that align with our commitment to the development of the whole child. They include:

- Health and fitness activities
- A school leadership program, formalized in Year 6 with a Year 5 mentor program offered to all students and opportunities for leadership positions in Student Council, Environment, eLearning, Events and Community and Library teams involving students from Year 3 to 6
- "You Can Do It" Social/Emotional program.

### Extra curricula activities

During 2015, students were able to take part in a wide range of extra-curricular activities. The major events and activities available to our students during the period included:

#### Music

Instrumental and Choral programs including performances at Redlands Eisteddfod, Beginner and Advanced Band Camp, Fanfare and Percussion ensemble.

#### Aerobics/Dance

Competition aerobics, hip hop and cheerleading is offered to all students in Years 2 to 6. Hilliard teams placed highly and first at State and National Championships.

**Recreational aerobics, hip hop and cheeleading is offered to all students in Years 1 to 6.**

#### Sport

Interschool sport competition including soccer, cricket, softball, netball, rugby league for Years 4 to 6

Opportunities for students to trial for district and regional teams including softball, touch, athletics, cross country, touch and athletics

School athletics, cross country and swimming carnivals

#### Community

Full school camping program: Years 1 – 3 school based activities; Year 4 – Kindilan; Year 5 – Currimundi; Year 6 – Sydney/Canberra

School discos

#### Academic

Participation in ICAS competitions

#### Clubs

Various lunchtime clubs including chess, Supa and Blast clubs, knitting, ICT, tennis, reading, art club, homework club, skipping etc.

### How Information and Communication Technologies are used to improve learning

At Hilliard State School, we support our staff in delivering quality educational programs for our students by utilising ICT, in particular iPads, and eLearning environments.

In 2015, we implemented 19 BYO iPad classes as part of the iLearn@Hilliard SS BYO iPad program. We have continued to build our ICT resources boasting interactive whiteboards in every classroom and teaching space, two computer labs, 100% wireless to classrooms, access to iPad KITs for every class and other digital devices including digital camera, Bee-bots and IPEVO digital visualisers.

In 2016, every student at Hilliard State School will be afforded an opportunity to bring their iPad to school to support them with their learning.

In 2015, a Learning Innovation room was established, whereby all classes had ready access to robotics, coding and Maker Space type resources to encourage creativity, innovation and imagination.

## Social Climate

Hilliard State school has an "open door" approach and strives to work with families to achieve the best possible outcomes for students. Hilliard has a strong reputation within our community of being the preferred choice of primary school education by both parents and students alike. To this end, we have a number of programs and processes to foster a sense of ownership and belonging which align with our school motto *Acceptance in a Caring Community*. These include:

- Student Council
- Student Leadership Program
- Chaplaincy Program
- Special Needs Program
- Responsible Behaviour Plan for Students (RBPFS)
- Behaviour Advisory Teacher (BAT) Program.

Hilliard State School is characterized by a positive and supportive social climate. We have a Responsible Behaviour Plan For Students (found on our school website) which details 3 school rules:

### **BE SAFE**

### **BE RESPECTFUL**

### **BE A LEARNER.**

We run an end of term prize for the House that achieves the highest percentage of You Can Do It gotcha awards which acknowledge students in our school who follow these keys to success.

Hilliard also offers a number of support program. We have an experienced Guidance Officer who works at the school and is an integral member of the Special Needs Action Committee (SNAC). Our BAT team supports children to reach their personal and educational goals. A Chaplaincy program has been running successfully at the school for more than eleven years and this program has become integral in supporting many aspects of the school's operation. The Hilliard school community is also known for its care and generosity towards others, raising much needed money to support those communities in need.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	92%	95%	96%
this is a good school (S2035)	97%	89%	96%
their child likes being at this school (S2001)	100%	100%	98%
their child feels safe at this school (S2002)	97%	97%	96%
their child's learning needs are being met at this school (S2003)	92%	100%	96%
their child is making good progress at this school (S2004)	84%	97%	96%
teachers at this school expect their child to do his or her best (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	95%	96%
teachers at this school motivate their child to learn (S2007)	90%	97%	96%
teachers at this school treat students fairly (S2008)	95%	92%	87%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	98%
this school works with them to support their child's learning (S2010)	92%	89%	96%
this school takes parents' opinions seriously (S2011)	88%	91%	90%
student behaviour is well managed at this school (S2012)	86%	89%	87%
this school looks for ways to improve (S2013)	92%	100%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	95%	92%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	93%	93%
they like being at their school (S2036)	92%	93%	91%
they feel safe at their school (S2037)	91%	93%	83%
their teachers motivate them to learn (S2038)	95%	96%	93%
their teachers expect them to do their best (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	90%
teachers treat students fairly at their school (S2041)	87%	79%	85%
they can talk to their teachers about their concerns (S2042)	90%	88%	81%
their school takes students' opinions seriously (S2043)	91%	86%	79%
student behaviour is well managed at their school (S2044)	72%	69%	69%
their school looks for ways to improve (S2045)	97%	96%	91%
their school is well maintained (S2046)	90%	92%	87%
their school gives them opportunities to do interesting things (S2047)	93%	96%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	91%	94%
they feel that their school is a safe place in which to work (S2070)	100%	91%	98%
they receive useful feedback about their work at their school (S2071)	94%	80%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	88%
students are encouraged to do their best at their school (S2072)	100%	93%	96%
students are treated fairly at their school (S2073)	100%	93%	100%
student behaviour is well managed at their school (S2074)	98%	87%	90%
staff are well supported at their school (S2075)	91%	78%	86%
their school takes staff opinions seriously (S2076)	91%	82%	83%
their school looks for ways to improve (S2077)	100%	91%	92%
their school is well maintained (S2078)	96%	83%	82%
their school gives them opportunities to do interesting things (S2079)	96%	82%	86%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

At Hilliard State School, parents are encouraged to actively participate in and support their child's education. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent/teacher nights and through information posted on the school website, school Facebook page, LED sign and in the school and class newsletters.

Our Parent and Community Engagement Framework outlines these and other ways that Hilliard SS purposefully engages our parent body. Opportunities for parents to be involved in the running of the school include:

- Parents and Citizens Association Membership
- Uniform Shop Committee
- Tuckshop Committee and volunteers
- Chaplaincy Support Group
- Parent Information sessions
- School assembly attendance
- 21<sup>st</sup> Century Parents (linking iPad Learning to the Home) run by our eLearning Mentor
- School Community Craft Group (Mother' and Father's Day stall)
- Fundraising Committee
- Attendance and support of school functions and events (Sport Days, Art Night, Open afternoons)
- Arts Committee Voluntary Support programs
- Support a Reader, Support a Talker, Ready-Reader programs
- Classroom parent volunteers (home reader exchange, learning group rotations, excursion support)
- Support Team coaching (football, netball, softball, basketball and tennis)
- Aerobics and Dance Support Group.

Our partnership with parents and caregivers ensures that students at Hilliard State school have a highly rewarding educational experience and reach their full potential.

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. With growing school infrastructure, ICT resources and air conditioning in some areas of the school, systems to support resource management are imperative. There are procedures for managing classroom electricity and air conditioning use. Hilliard State School is continuing to look at ways to reduce the school's environmental impact. The school developed a School Environmental Management Plan in 2011, and introduced an Environment Leadership team (involving students) aimed at reducing the school's environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	197,088	0
2013-2014	203,131	1,744
2014-2015	212,662	12,820

\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

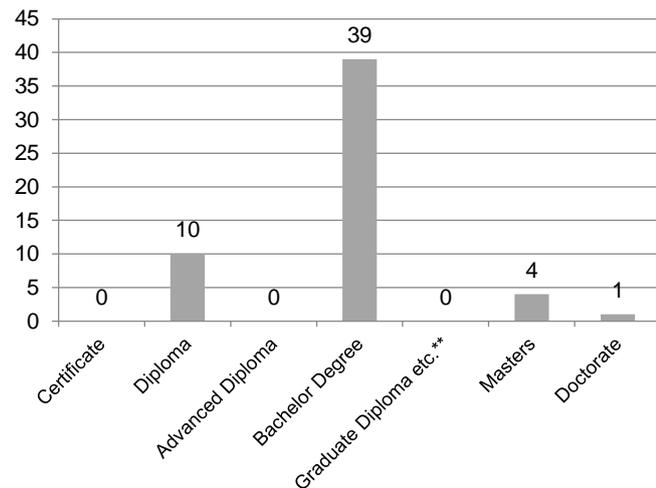
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	27	<5
Full-time equivalents	46	18	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	0
Masters	4
Doctorate	1
<b>Total</b>	<b>54</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$33 331.47

The major professional development initiatives are as follows:

- Reading
- Australian Curriculum
- ICT, in particular around iPads
- Social/Emotional wellbeing
- Cultures of Thinking/Visible Thinking Routines

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

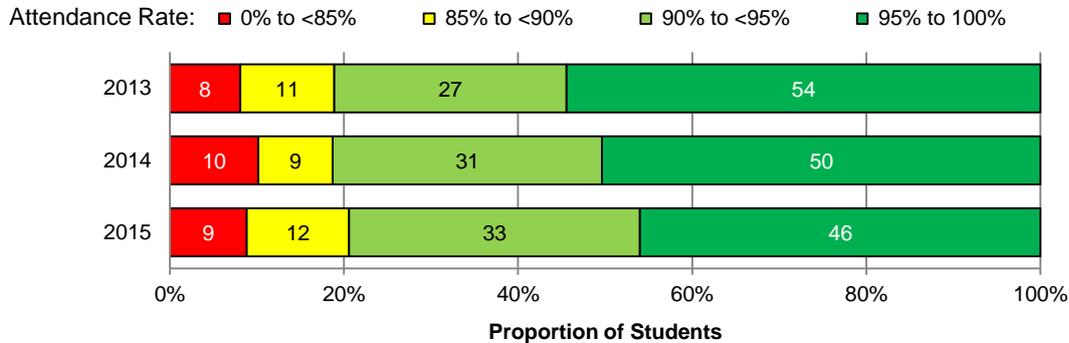
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	94%	94%	93%	94%	93%	92%	95%					
2014	94%	94%	93%	94%	93%	93%	93%	84%					
2015	93%	94%	94%	93%	94%	92%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Hilliard State School records each child's attendance twice daily through the OneSchool electronic roll marking procedure. Parents and caregivers are required to provide written explanations to the class teacher, or advise the school office on the day of the absence, if their child is absent from school at any time.

Student absences can also be logged via Qparents. If a student has been absent for 3 days without reasonable excuse, the class teacher contacts the parents. All contact is recorded in One School for accountability.

The principal issues official warning letters to parents and caregivers if a satisfactory explanation is not received. Students arriving late to school or leaving early must report to the school office for a late or early slip.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

## Find a school

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.